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ABSTRACT

This study focuses on a ten percent random sample of Central YMCA Community College (CYCC) students who started at CYCC between fall 1969 and spring 1972, stayed for at least two semesters, and attempted at least 15 credit or instructional hours of work. Questionnaires were sent to 611 former students; 182 (29.8 percent) of whom returned them. Data for this entire target group was obtained from CYCC records. The response group differed from the target group in that it was more degree oriented, had fewer foreign students and American non-Black minorities, had more students who were enrolled longer at CYCC, and had more students who did not require as much remedial work. Extensive demographic profiles of the target group and the response group are given. Student profiles include academic history, work patterns, evaluation of CYCC programs, facilities, and staff, and employment information. Cross-tabulations were run on numerous variables to establish interrelationships and to note areas where results should be qualified. As a means of supplementing the statistical analyses, anecdotal interviews were conducted with 12 persons from the target population. Case studies of the 12 students compiled from the information supplied in the interviews are provided. (AH)

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STABILITY AND CHANGE

volume 1: analysis

A STUDY OF SELECTED STUDENTS
ENTERING
CENTRAL YMCA COMMUNITY COLLEGE
1969 - 72

JC 750 292

STABILITY AND CHANGE

A STUDY OF SELECTED STUDENTS ENTERING CENTRAL YMCA COMMUNITY COLLEGE 1969-72

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Executive Summary

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II. Student Profiles and College Evaluations From Questionnaire Responses

III. Study of Temporal and Qualitat.ve Interrelationships for the Target Group

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II. Tables From Questionnaire Responses

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FOREWARD

This is the second phase of a three-part study of Central YMCA Community College students. The first phase, Service in the Sixties: A Study of Selected Students at CYCC, 1961-67 was completed May, 1974.

This second phase covers the period 1969-1972.

A third phase will extend the follow-up through 1975, with a final report in the late 1970's.

Copies of the study and computer printouts are kept in the Office of Institutional Research.

Daniel J. Coffey, Ph.D.
March, 1975

INTRODUCTION

This is a study of "successful" students who started at Central YMCA Community College between Fall 1969 and Spring 1972.

The study has been prepared in two volumes. Volume I contains analyses of:

- CYCC records
- Questionnaire responses
- Cross-tabulations of the questionnaire and records variables
- Anecdotal interviews
- Methodological considerations

Volume II contains the pertinent tables for the first three chapters of Volume I.

There are several hundred additional tables stored in the Office of Institutional Research.

CENTRAL YMCA
COMMUNITY COLLEGE
March, 1975

EXECUTIVE SUMMARY

A ten percent random sample of students who started at Central YMCA Community College from Fall 1969 through Spring, 1972, stayed for at least two semesters and attempted at least fifteen credit or instructional hours of work.

The data drawn from CYCC records is valid for this group. The questionnaire responses define a sub-population of this original group. This sub-population differs from the original target group in that it

- is more degree oriented
- has fewer foreign students and American non-Black minorities
- was at Central longer than most
- did not require as much pre-college remedial work.

The CYCC data describes a group who were attracted to Central by word of mouth. He (just apt to be She, if Black) was older than most college students (23). He was born in Illinois (or in a Third World country), had gone to a Chicago Public school, and was pursuing 12 or more credit hours each semester, mostly in core course subjects or business.

He might well have started at CYCC with a D or F, but ended with a C or, more likely, a B average. He sent a transcript to UICC or Roosevelt after at least one year at CYCC or perhaps after an A.A. degree at Central.

At night he returned to his apartment in the City or his parents' dwelling in a Black, ethnic, or "blue collar" neighborhood.

The questionnaire responses describe a population somewhat different from the total group.

The typical student is still a male, but he has been at Central long -- 4 to 9 semesters. He is even more degree oriented, although his high school grades were mediocre and he might have once thought of going directly to work after high school. He went to another college before Central where he did well enough, but he had heard from his friends that CYCC had teachers that care, and where he could get in even if he had done poorly before.

This typical student worked before his days at Central and he kept on working, even though he was carrying 12 credit hours (12-14 class hours a week). He started at the Y College clearly aware that he would need to improve his basic college skills (reading, writing, math, study).

The first semester at Central was shaky, but he came out with a C average for the four core courses he took. The teachers had cared; they taught clearly and they were easy to get hold of outside of class.

Academic advising was a bit chaotic and weak. Registration was as bad (but no worse) than other colleges. Class attendance requirements, demands for class, and grading were fairly lax.

But as our typical student started the third semester, he was beginning to enjoy creative thinking, felt even more sure of his desire to go on for a B.A. or B.S., and was beginning to trust his communication skills.

After five (maybe six) semesters, our CYCC student transferred to the Business School at Circle Campus. He continued his full time factory job and did fairly well with his first semester grades.

Two years later he finished his Bachelor's degree or decided to go to work while he finished the last four courses.

In another five years he plans to be making a good middle-class salary in a white collar business position. He'll live in the city, be somewhat active in church activities and neighborhood block clubs, and will belong to a professional organization. At that time he'll look back at Central as the time when he put his adult life into high gear!

CHAPTER ONE: STUDENT PROFILES FROM CYCC RECORDS

GENERAL INFORMATION

From the Central YMCA Community College records, we can formulate an extensive profile of the target population of this study. Numbers following Titles refer to corresponding Tables in Volume II.

Residence - Sex - Race [1] to [9]

The students who entered Central from Fall, 1969 through Spring, 1972 were City-dwelling, one-third Black, three-fifths foreign (30% Parttime [PT]; 44% Fulltime [FT]), one-fifth white, and one-sixteenth other American-born minorities.

The white Americans, foreign-born, and American minorities were predominantly males, but the Black Americans were 50% men, 50% women. Not unexpectedly, the majority of the suburbanites were white. A small number of Blacks (5.4%) and F-1 visa students (9.4%) also came from the suburbs.

Age at Entrance to CYCC [10]

Only 10% (7.2% PT; 12.0% FT) of the students came directly from high school (i.e., started at age 18). The age groups represented an even spread: 19, 20, 21, 22, 23, 24, 25, 26 (about 10% for each age). Thirteen percent were in the 26-35 range (17.6% PT; 10.7% FT) and 6.8% were over 36 years of age.

Birthplace [11] to [16]

Four of every ten students were born outside the United States (principally Third World countries). Another four of ten (36.3%) were born in Illinois. The remaining two of ten were from all over the USA, with half of these coming from Mississippi (4.5% of total), Alabama, and Puerto Rico (2.6% each), Tennessee (2.0%), Louisiana (1.7%), and Indiana (1.5%).

Previous Schooling [17] to [19]

Working from a limited response of application forms, we found that four of ten students came from the Chicago public schools, two more from Chicago private schools, and two from non-USA schools. Only one in ten came from high schools in the

USA outside of Illinois. The other "person" came from the Chicago suburban schools, Illinois outside of Cook County, or received a GED.

Only 20% of the students reported that they had been to a college before Central (this statistic is limited by the fact that CYCC did not require students to report all previous college experience). Only one in twenty students said they had been to more than one college before Central.

Reasons For Coming to Central [20] to [23]

Specific programs, recommendation of a friend, and convenient transportation were the reasons most mentioned by the students who filled out the application forms.

Part/Full Time Mix [24] to [25]

The FT/PT ratios of entering students remained fairly constant (3 PT to 7 FT) over the semesters from Fall 69 through Summer 71. In the Fall of 71 there was a sudden change. With about the same number of students, the ratio became 5 PT to 5 FT. Spring 72 was a disaster for the fulltime population.

The vast majority who started fulltime or parttime at Central maintained that same status (i.e., 84.9% starting FT remained FT while 70.2% starting PT remained PT).

Studies and Success at Central [26] to [38]

The Assigned Major* showed that almost half of the FT students (43.4%) had no definable program; i.e., took mostly core courses. Business attracted 19.9% of the FT students with the other majors getting less than 10% of the FT population. The largest PT contingent was also Liberal Arts, with Business capturing 15.3%. Again, the other majors had less than 10%.

About one in five (14.4% PT; 23.7% FT) of the sample started their career at Central with an F grade average. By the time the students left, almost 97% had a D or better average,

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*Since CYCC did not record any declared majors during this period, we assigned majors by visually checking transcripts. See Service in the Sixties and the CYCC Self-Study (December, 1973) for definitions.

and 86% had a C or better. Most (77.8%) had a B or C; only one in ten finished with a cumulative average of A.

Half of those who started with an F average finished with a B! Except for the F, most students' cumulative GPA matched the first semester grade averages. There was no detectable relations between cumulative GPA and year started at Central.

About one in five of the sample (8.1% PT; 24.0% FT) graduated from Central. Half of these received an Associate of Arts degree (vs. ABA, ASA, AASA).

The stay at Central was fairly long for this target group. 16.5% were there seven or more semesters; 29.4% six semesters, and almost half (48.3%) for five semesters. A very small group (2.6%) was at Central a total of nine semesters.

Pre-College Work Before and at Central [39] to [56]

Only one out of five persons transferred hours into Central from another college, CLEP, etc.

One out of five (no difference, PT vs. FT) students began their career at Central with one or more courses in the Developmental Institute. This group did less well at Central (in terms of cumulative GPA) than those who did not start in DI. The only F cumulative GPA occurs for students who started in DI. On the positive side, 92.9% of FT who started in DI had a D or better, and 77% had a C or better; 4.1% graduated with A. The parttime DI students did not perform quite so well: 85.4% had D or better; 61.0% had C or better; there were no A cumulative grade point averages.

We found that 13.8% of the students had some ELI studies in their first semester (5.0% PT; 18.9% FT). The FT students starting with ELI did better than the non-ELI students; PT students showed no difference between ELI and non-ELI students.

The size of the population taking Pre-College Math in their first semester overlaps with those in DI and shows the same success ratios in terms of CGPA.

Goals [57] to [62]

The biggest group entering Central was transfer-degree-oriented (56%) with the second largest group (19.5%) work-oriented; 15.[illegible]% reported "no definite plans."

Family and Marital Status [63] to [67]

The students came mainly from "blue collar" families.

One out of five of the students (14.0% PT; 19.4% FT) were married.

OTHER VARIABLES

A number of biographical and college-related variables were reviewed for further insights into the group profile.

Age Relations [68] to [100]

Predictably, the 18-19 year-olds came from Chicago public and private schools, while the older persons (21-26) came from non-USA high schools.

Females dominated the young (18 or younger) and older (over 36) groups of students (both PT and FT) with the males more predominate in the 21-26 age group.

Foreign-born students were older by typical college standards (80% PT and 76% FT were between the ages of 21 and 35). White American PT students were either young (18) or older (23 plus) while the white Americans in the FT category were almost all under 26. These age characteristics did not change over time for the PT population but they did for the FT. The 18 and 19-year-olds decreased slightly over the years. The 20-year-olds decreased except for Fall 71. The 21-26 year-old group fluctuated by ten percentage points. The 26-and-over group showed only minor variations.

Age at entrance to CYCC was related to Assigned Majors. Younger students (18, 19, 20) were heavy in FT LAS. The 21-22 group took more Business; 23-26 year-olds had higher than expected numbers for Allied Health. The 26-35 group was heavy on Business, light on LAS.

Age did not have any relation to reason for coming to CYCC.

The Developmental Institute attracted a greater than expected number of younger (18-19) PT students, but age had no discernable relation to DI service of FT students.

Age is not related to ELI attendance nor to the taking of Pre-College Math courses.

Race Considerations [101] to [105]

In the parttime area, foreign students have more than their share (statistically speaking) in the Applied Science major and of courses in ELI. White Americans are heavy in Real Estate and Allied Health. Black Americans have more than anticipated numbers in LAS, Secretarial, and the Developmental Institute. Other American minorities (Puerto Ricans, Native Americans, etc.) have more than expected numbers in LAS and the Developmental Institute.

In the fulltime dimension, foreign students are heavy in ELI, Applied Science, Business, Math, and Natural Science. They had fewer than expected in the LAS category.

White American FT students are heavy in LAS, slightly heavy in Natural Science and Allied Health. They are lower than expected in Business.

Black Americans have more than the anticipated numbers in LAS and the Developmental Institute, and fewer than expected in the various science majors.

SELF-STUDY COMPARISON DATA

To provide some handy comparison data with CYCC Self-Study data, age, race, and residence have been cross-tabulated against the semester started.

These tables have been placed at the end of Chapter One in Volume II, pages [106] to [125].

CHAPTER TWO: PROFILE OF SURVEYED POPULATION

One hundred eighty-two students (29.8% of sample) answered a questionnaire (see Appendix A) containing 53 questions and some two hundred variables. This chapter reduces that information to prose. The back-up tables for clarification are in Chapter Two of Volume II.

The reader will notice that some variables contained in Chapter One are re-examined for this population.

High School: Performance and Plans [126] to [135]

The target population was above average in their respective high schools: 26.2% in the top quarter of their graduating class; 59.1% in the top half. They pursued an Academic (48.8% overall; 60.7% FT) or General (non-college) Studies curriculum (28.5% overall; 33.0% FT).

Most report that they intended to go on to college (43.0% to a four-year college), but one in five (18.6%) had intended to go to work after high school.

About one-third were active in inter-school competitive sports; one in five participated in intra-mural sports, worked on the school newspaper, yearbook, etc., or was a fraternity or sorority member.

Our population had an unspectacular academic performance record: 46.5% had a B average; 38.5% a C average. Only 11% were A students.

After leaving high school, almost half (47.8%) attempted college before CYCC. A good number of these (26.4%) were foreign students. The others attended the Chicago City Colleges (24.1% of those attending college prior to Central), local schools (Depaul, 3.4%; Loyola, 2.3%), and other Illinois institutions (Bradley, 2.3%; Southern Illinois, 2.3%). The rest came from some 23 other institutions from the midwest section of the United States. A few students had been to two colleges before Central.

The group did slightly better academically at these colleges than they did in high school:

A	17.6%
B	30.6%
C	38.8%
D	12.9%

Work Before Central [136] to [138]

More than four out of five (82.8%) of the surveyed group had worked before attending CYCC. Of this group, 36.9% had been clerical workers, 17.9% had been common laborers or factory workers. Only 10.1% reported having served in the armed forces.

Defined Needs and Goals When Entering Central [139] to [145]

The group started their career at Central with self-acknowledged deficiencies in all of the basic college skills as the following data shows:

		Overall	PT	FT
Needed a good deal of help in:	Speaking	50.4%	38.7%	55.8%
	Reading	49.7	32.0	58.3
	Writing	56.4	43.5	62.1
	Math	66.7	68.0	66.1
	How to Study	60.6	56.5	62.3

The vast majority (almost 75%) came to Central as a stepping stone to further education elsewhere. Central was to be an "open door" in the most idealistic sense -- a place to transfer from in order to get further education.

Sixteen percent came to Central as a means of moving "into" or "up" in the work world.

Reasons for Choosing Central [146] to [148]

"Word of mouth" recommendation was the main reason given for attending Central:

8.6%	Recommendation of non-CYCC teacher or counselor
6.3%	Recommendation of CYCC employee
19.5%	Recommendation of a friend
34.4%	By word of mouth

The second reason students came was for specific programs and courses. One out of every five (19.5%) chose CYCC for this purpose.

The third reason was desperation; 12.1% came because they "could not get into any other school."

This means that about 200 students (based on 10% sample, plus or minus 5%) walked into 211 West Wacker between Fall 69 and Spring 72 because they thought this was their last chance.

About ten (5%) of these walked out two or more semesters later with straight A's; another 140 (70%) walked out with a quite respectable B average; forty left with a C; twenty (10%) were still in trouble with a D average. But another forty completed an Associate degree at Central. A few (maybe as high as ten) got a Masters degree.

Academic Performance, Work Patterns, and Changing Plans While at Central [149] to [152]

Those filling out the questionnaires had an academic profile very similar to the entire sample, with not quite so many A students and no quite so many D's and F's. A little over half had B's (53.7%). Nine out of ten (93.8%) had a C or better average and one in twenty (6.8%) had straight A's.

One out of four persons (26.7%) completed their studies with a degree at Central -- which is higher than the total group sampled and about four to five times the rate of the entire student population at Central.

Work was standard fare for these students while at CYCC. Half of them (51.1) depended principally on full or part time work to survive; about one in four (26.2%) depended on their parents as their principal income source, and one in five (20.3%) reported financial aid, loans, veteran benefits, and social security as their principal source of income.

One fourth (24.0%) participated in the then-new Work Study program and one fourth (28.5%) received monies from the even more recent Illinois State Scholarship Commission.

The College itself gave grants to 6.1% of the respondents in the form of tuition waivers.

One in four (26.8%) changed their plans while at Central for academic reasons (major field of studies change, 18.0%; decided to get AA rather than just amass a few credits, 16.0%; found an AA would not suffice), CYCC-related reasons (liked school and decided to stay, 8.0%), economic reasons (work, needed money) and personal reasons.

Student Evaluation of Central

The questionnaire sought information regarding:*

1) help in basic skill growth

2) teacher evaluation and comparison to other colleges

3) general service evaluation and comparison to other colleges

4) personal growth

We will now review the results of each of these.

Basic Skills Growth [153] to [157]

By and large, the respondents reported that they were well served in basic skills, as the following indicates:

		Overall	PT	FT
CYCC helped a good deal in:	Reading	53.3%	36.0%	61.8%
	Speaking	51.6	39.6	57.2
	Writing	61.2	53.4	64.7
	Math	46.9	36.7	52.0
	Study Skills	47.0	48.9	46.2

Teacher Evaluation and Comparison [158] to [188]

The respondents remember their CYCC teachers as well-prepared professionals who presented their materials clearly, were patient, and tried to establish a personal care for each student. The majority of the teachers were readily available for extra help outside class.

The students also reported that the teachers were less inclined to encourage students to work at their own pace (or do work over until satisfactory) and not very demanding in their work assignments.

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*More on these topics will be presented in Chapter Three, where we will give additional data on the interaction of various dimensions studied.

Regarding their subjective needs, the students ranked the same teacher characteristics in the following order of importance:

	Mean
Clarity	3.46
Personal Care	3.34
Class Prep	3.34
General Prep	3.33
Fair	3.27
Available	3.25
Patient	3.23
Demanding	3.09
Do Work Over	2.75
Work at Own Pace	2.74

In other words, the CYCC teachers pretty well met the felt needs of the students.

Comparing CYCC teachers to professors from other colleges revealed --

that more teachers at Central:

- gave personal care
- were fair
- allowed students to work at their own pace
- showed patience
- allowed students to do work over
- were available outside of class

that CYCC teachers are very much like those of other colleges regarding:

- general preparation
- individual class preparation
- clarity of preparation

and that fewer CYCC teachers (when compared with other schools):

- demanded that students work

Regarding teacher/counselor help for financial aid, the students reported that they

- had been poorly served (38.2%)
- had not sought such help (31.8%)
- had been helped a fair amount or a great deal (30.0%)

This is certainly not a positive rating, but not clearly negative either.

Service Evaluation and Comparison [189] to [197]

The library (as in other studies) received a high rating (32.1% thought it excellent; 54.8%, good). Only one person of 168 responding to this question thought the library service to be "poor."

Academic counseling for CYCC courses and transfer was given a weak rating -- especially transfer counseling, where one out of four users thought it very poor, and almost six out of ten (57.6%) thought it was weak.

Job counseling received the very same poor rating. One in four thought it very poor; and six of ten thought it weak.

Half the students never sought personal problem counseling (50.9%). Of those using the service, 24.4% thought it very poor, and 64.6% judged the services weak.

Registration and records retrieval was given a good rating by better than half of the respondents. But these two items recurred often in the list of suggestions for improvement at the school.

The student activities was given an ambivalent evaluation. Not unexpectedly, half of the parttime students did not participate in student activities. One of every five fulltime student bypassed the service. Of thosewho did get involved, a little less than half rated the activity as good and a little more than half thought the service weak.

Pedagogical Comparison [198] to [208]

The respondents were asked to compare Central with other colleges regarding pedagogical directions, amount of work, and basic requirements.

Pedagogically, Central is much like other colleges. Its emphasis on liberal arts, application of learning to real life, and demands for creative thinking were considered to be very much like other schools.

Central was evaluated as less demanding in its amount of study, outside reading, and writing required. Central was also considered comparatively lax in its grading, class attendance, core courses, and degree requirements.

Central was considered to be about equal to other schools regarding tuition and fees.

Personal Growth [209] to [217]

The respondents were asked to estimate "how much....CYCC has influenced your growth" in a number of personal growth areas. They reported that CYCC strongly influenced their

- sensitivity to minorities, social justice, etc.
- openness to opinions opposed to their own
- critical thinking skills
- basic communication skills
- self-definition of goals

CYCC moderately influenced their

- appreciation and enjoyment of arts and culture
- interpersonal relation skills

CYCC did little to influence their

- ability to lead an interesting life outside work
- acquisition of technical skills for work

College After CYCC [218] to [234]

Six out of ten students from the survey (61.5%) went on to another college for further studies. Most of these went to Circle (23.5%), Roosevelt (21.7%) and other Chicago colleges. Four out of five (78.6%) of these transfer students continued their studies fulltime after CYCC.

Their GPA was predominantly B and C with a very few (3.6%) A averages and an equal amount of D averages. Twenty percent attained a Bachelor degree at the first college after Central; 4% received Associate degrees.

One-sixth of these (17.0%) went on to still other colleges, with 10% earning a Bachelor's degree from the second college after Central.

The largest group of those going on for further studies were the Business majors (39.3%); LAS was the next largest group (14.7%). Education and Engineering each drew about 10% of the transfer market.

Once again, the students worked thoughout their studies. Better than half (55.1%) depended on a job as their principal source of income. Parents were the principal means of support for three out of ten (30.5%) and the other two of ten received some kind of government aid or mixed various resources to survive.

The academic success of the respondents, in terms of degrees, is heartening, if not overwhelming:

35.2% earned an Associate degree

18.4% earned a Bachelor degree

1.7% earned a Master's degree

And they report that they still intend to go back to school: 71.8% answered that they have not finished their undergraduate work; 47.4% want to get a Master's degree; and 18.4% said they intend to go on to a Ph.D., M.D., or Law degree.

These lofty goals may yet be achieved, since 31.6% are still in undergraduate college fulltime; 7.0% are FT in a graduate or professional school; and 19.2% are pursuing their education part time. Only four out of ten (39.8%) considered their schooling finished.

Most of the respondents think they will finish their undergraduate college work by 1975 or 1976.

Preparation for Upper Division Studies, and Course Transfers [235] to [249]

Sixty percent of the transferring students judged that "most" of their CYCC courses had prepared them well for upper-division studies. One out of six (16.7%) believed that all the CYCC studies had prepared them well. Only one in twenty (4.2%)

felt cheated because no courses had prepared them well.

Transferability of courses went well, over all. Ninety-four percent of those students attempting to transfer basic core courses found that most of the courses would transfer; 73% were able to transfer all basic courses as the required courses of the other college curriculum.

Employment and CYCC Contribution to Work [250] to [266]

CYCC was obviously not in the job placement business. One in six fulltime students (17.5%) and one in fourteen part time students said Centralhelpedthem find any kind of job at any time.

On the other hand, over half (50.6%) believed that the studies and experiences at the College prepared them directly for work. Three out of ten (31.5%) reported that Central had not prepared them directly for work. When asked the more general question of whether the Y College had prepared them for the "work-a-day world", the respondents were slightly more positive:

Very much	24.8%
Fair Amount	27.3%
Very Little	26.7%
Not at all	21.2%

The employment rate of respondents is high for these times. Only 7% are not in school or working, and hence are classified as unemployed.

A significant number of the respondents are still at the bottom of the job and salary ladders. One out of five (21.5%) are clerical workers. Two out of three are making less than $10,800 a year which puts them into the lower middle class, lower class, and even a few into the poverty levels, according to the classifications of the Bureau of Labor Statistics. Of course, a good number of these persons are still in school or are just out of college, so the picture is certainly not one of a group of failures.

One out of ten (10.1%) has reached the managerial level and a few (2.7%) are proprietors. Another group has entered one of the new careers, medical technology.

The group responded that they liked their work (42.8%, very much; 35.9%, a fair amount) and they are optimistic about their economic future. Half of the respondents (47.5%) said that they realistically expected to be earning more than $18,000 by 1979, and two-thirds (66.9%) think they will be making more than $13,200 by 1979. Ten percent predict they will be earning more than $36,000 by 1979.

They match these ambitions with "fairly definite" career plans and a reported willingness to look outside their present geographical area for work.

Family Status and Present Interests [267] to [281]

Most (54.7%) have not married. A few have been widowed (1.2%) or divorced (7.0%). Only a few have children (27.4%), and of these the majority have only one child (58.0%). They are somewhat mobile (17.9% moved in the past six months) and rather apathetic in their neighborhoods.

They are most active in church attendance and volunteer activities. They are fairly active in religious-related activities and neighborhood groups.

They support these religious and neighborhood groups, along with political parties, civic groups, and professional associations.

They are not very active or interested in unions, fraternal groups, or political action groups.

The Final Evaluation of Central [282] to [284]

The last three questions directed to the student sample probed to find out:

- who the respondents think CYCC serves well
- whether the respondents would recommend CYCC to a friend
- what the respondents would improve at the College

The past students reported that Central can best serve students who want to transfer, and secondly, students taking courses related to their work or personal improvement. Job preparation was a weak third in the eyes of the respondents, as was the value of Central for persons having no plans about what they wanted from the College.

The respondents will no doubt continue the word-of-mouth public relations for the school, as eight out of ten (83.2%) said they would recommend CYCC to a friend with a few, or no, reservations. Only one in twenty (4.8%) would not recommend the school to anyone.

It is gratifying to note that the most recurrent comment about how to improve the school was: Leave it alone; it works fine (16.4%)! Suggestions for improvements were diverse, but many touched on the need to improve registration, records access, academic advising, and counseling.

CHAPTER THREE: TEMPORAL AND QUALITATIVE INTERRELATIONSHIPS FOR THE TARGET GROUP

Several hundred cross-tabulations were run to see if the results of Chapter Two could be elucidated or needed to be qualified in any way. The results are reported in this chapter with pertinent tables in Chapter Three of Volume II.

High School [285]

The high school plans, grade average, program, and graduating class rank were tested for correlations to race. Only the grade point average showed a relationship. Foreign students achieved a high rate of A and B grade averages. White Americans were heavy in the C category and light on the A level. American Blacks were concentrated at the C level with lower than their share of A's. In short, the Americans had poorer high school grades than did the foreign students, although their rank, programs, and plans were not significantly different.

Pre-CYCC Work [286] to [288]

Pre-CYCC work was analyzed against race and semester started at CYCC. Foreign students had a higher than expected number of proprietors; Black Americans were heavy into Social Work and Homemaking. White Americans and foreign students had no persons in the Homemaker category.

The kind of pre-college work did not change over time, i.e., no differences existed between semesters.

Pre-CYCC College Performance [289] to [290]

The grade point average reported for studies at colleges before Central was tested for relations to race, high school plans, high school grades, high school program, and high school graduating class rank.

Race statistics showed that the foreign students again outperformed the Americans by generating more A students. White Americans had no A students.

Not surprisingly, high school grade showed a linear correlation with the college grades.

The other high school variables did not show any relations, which means that plans, programs, and class rank had no bearing on the grades achieved right after high school.

Defined Needs and Goals at Central [291] to [296]

Skill needs were tested for relations to age, race, grades at previous college, grades at Central, assigned major at Central, and semester started at Central. Where it was considered helpful, the statistics were run for part time and fulltime students separately.

Age had no bearing on needs. Race merely highlighted the obvious: foreign students felt a greater need to improve their speaking skills. Previous college grades reinforced the race information on speaking: foreign students with high grades at a previous college wanted to improve their speaking.

Students with D averages from previous colleges felt greater need to improve their study skills; C students expressed a less urgent need; A students, quite naturally, felt even less need to improve study skills.

CYCC grades were related to Math needs. C and D students expressed more need; A and B, less need.

Semester started showed relationships to speaking and writing skill needs for fulltime students. Fall 69 brought in a group wanting more writing skills. The speaking skills showed sporadic relations to semester started data, with no intelligible pattern.

Goals were tested for relationships to age, race, assigned major, and semester started. Relationships were detected for all but the semester started variable.

Age showed what most would anticipate. Younger students were transfer-oriented; older were more concerned about work and personal growth.

Race showed the foreign students the most transfer-directed (although American Blacks were the most likely to have wanted a degree at Central, and then to transfer). The white Americans showed the most interest in relating their studies to work.

The assigned major again shows the obvious. LAS and traditional discipline majors are transfer-oriented. Real Estate, Business, and Allied Health are more directly associated with work goals.

Reasons for Coming to CYCC [297] to [306]

Reasons were checked against race, assigned major, age, and semester started. Pace alone showed a relationship.

Black Americans were more inclined to be influenced by a counselor recommendation, personal attention, and the prospect of needed financial aid.

White Americans came for specific programs and for a second chance.

Foreign students came primarily on the recommendation of a friend with the idea they could transfer easily from CYCC.

Academic Performance and Work [307] to [310]

The assigned major showed no relations to high school grades, program, or rank in graduating class. Nor were there any relations to grades earned at colleges before CYCC.

CYCC grades demonstrated no relations to high school programs or previous college grades, but they did relate to high school grades, rank in class, and reason for coming to Central.

High school A's tended to become CYCC B's. High school B's were spread out over A, B, and C at CYCC. High school C's were CYCC C's and lower, but a substantial number of C's achieved a B status at Central. High school class ranks correlate with Central grades.

Regarding the relation between reasons and grades, those coming to Central primarily because of convenience, financial aid or as a last chance had a portion of their population in the C-D spectrum and the B's -- as if the students either took off on their own or gravitated to the bottom. Persons coming for specific programs or courses scored in the A-B bracket.

The second-chance students landed in a solid B category, as if all they needed was a place to prove their merit.

Degree [311]

Degree achievement at Central was tested for relation to reason for coming and goals. A reduced goals table (original 15 items put in four categories: transfer, no degree; transfer, degree; job-related; personal) revealed that those who came seeking a degree were the ones most likely to receive an AA at Central.

Teacher Evaluation and Comparisons [312] to [327]

The ten characteristics of teachers were tested for relations to race, previous college grades, assigned majors, semester started and importance of the same characteristic to the persons answering the question.

Race showed relationships to teacher fairness, patience, general preparation, specific class preparation, and demands that students work.

Foreign students did not believe that most teachers were fair and well prepared, or as patient as the American Blacks felt. American whites reported the teachers as fair, but not very demanding. Black American students said that almost all teachers were fair, patient, prepared, and demanding.

The previous college GPA had a non-linear relation to being allowed to do work over; B students were most likely to say that being allowed to do work over was "very important"; C and D students were rating this technique as "fairly important" but another group of C students said this teacher approach had no importance to their education.

Assigned major indicated that the Business and ELI students thought that they had few or no teachers who encouraged students to do work over until it was right.

The cross-tabulations between teacher characteristic and student importance rating showed no relation regarding fairness, patience, and general preparation. The other variables showed linear positive correlations -- i.e., the more value put on a characteristic by the student, the more likely he rated the teachers as possessing that characteristic.

Teacher comparisons with other colleges were tested for assigned major relations. None existed.

Teacher and counselor help and counseling in the acquisition of financial aid was tested for racial relationships. Blacks felt they were served very well. Whites and foreign students either did not seek advising or were fairly well satisfied.

Service Evaluation [328] to [331]

The library, records, registration, counseling, and student activities were checked for possible relations to age,

race, and assigned major. Age showed no significant relationships.

Race was related to the evaluation of grades and transcipt service. Black Americans said the service was excellent or at least good. White Americans reported the service as good. Some foreign students thought the service was good but a large contingent judged the service to be very poor.

Assigned major was related to CYCC course counseling -- i.e., academic advising. Business majors thought the service good. Real Estate did not use it or thought the advice to be excellent. DI and ELI were negative.

Principal source of income was tested against semester started. No relations.

Personal Growth [332] to [342]

Each of the personal growth variables were tested against race, assigned major, and goals.

Race turned out to be significant for critical thinking skills, interpersonal relation skills, self-definition of goals, technical skills, and learning to lead an interesting life outside work. Blacks reported more growth than others in all five of these areas.

Assigned major was related to technical skills growth. Real Estate and Allied Health reported greater growth; Business reported that they had grown very little.

Goals were related to arts and cultural development, interpersonal skills, and basic communication. All three are just what would have been anticipated: the transfer students reported greater growth than job-oriented students.

College Studies After Central [343] to [349]

Whether students went on to another college was tested against their original goals at the Y College. Those who planned to transfer without a degree from Central were the most likely to have actually pursued college work after CYCC. Those who came for job-related reasons were least likely to have continued studies at another college after Central.

The course of studies pursued after Central was cross-tabulated with high school plans, grades, program, and class rank. No relationships were detected.

The course of studies did show a relation to the CYCC assigned major in a quite predictable fashion. Students pursuing core courses at Central ended up spread throughout the upper division programs. Business at Central correlated with later business studies.

The post-CYCC GPA correlated with the CYCC grades in linear fashion with some greater spread for those who achieved B's at Central.

Another expected phenomenon is that the degree-oriented students were the ones most likely to be using parent support as their chief source of income in colleges after Central.

Degree Achievements [350] to [354]

The actual degree achievements of the students up to December, 1974 were tested for relationships to high school information, pre-CYCC college grades, race, assigned major, studies in DI, ELI, or Pre-College Math, semester started at CYCC, student goals, CYCC GPA, and student reason for choosing Central.

Each degree (Associate, Bachelor, Masters, No Degree) is treated separately. No one has achieved an M.D. or Ph.D.

Acquisition of an Associate degree is related to only one of the other variables: student goals. Those who planned to get a degree at Central (whether to transfer or go directly to a job) were the ones most likely to have actually obtained an Associate degree.

Acquisition of a Bachelor degree is related to high school plans and senior class rank and semester started at CYCC.

The relation of Bachelor degree to plans and high school rank clearly is a foreign student phenomenon. The most likely students to have achieved a B.S. or B.A. are those from the top half of their graduating class and those who planned to study abroad.

The semester relation is what one would predict. Bachelor degrees take at least four years from the starting date at Central, with the median being seven years. The longer it has been since the student started at CYCC the more likely a bachelor degree has been earned.

Only three persons have achieved an M.A., so the statistics could not pick up any significant relations. Those three were B or C students in high school, who pursued college prep or business high school programs, were in the top quarter or half

of their graduating class. Two intended to go to college after high school. One was going to work. They went to college before CYCC where they scored B's and C's in the LAS (2) or Business curricula (1). One was white, one Black, one foreign born.

None of the three ever entered DI, ELI, or took pre-college level math. One was a part time student who had the degree when he started at CYCC and was taking courses relating to his work. The other two started at CYCC in 1969 as full time students with the intention of getting an AA at CYCC before transferring. One came for the personal attention, the second because he thought CYCC would be a good place to transfer from.

Preparation for Upper Division Transferability

Judgments on how prepared the Y College alumni felt for upper division work were tested against assigned major and goals. No relations were detected.

Transferability cross-tabulations were aimed at pinpointing who had troubles. Basic course transfer was not related to CYCC grades or student goals. Nor was the question of having courses transfer but not count for a degree.

A number of courses were listed as troublesome to transfer but since the level of trouble had to be adjusted for the number of attempted transfers, tabulation was made to see what course transfers were both attempted and troublesome. The results were enlightening as the following figures show. Each number represents relative difficulty incurred in transferring different kinds of courses.

English	7.2
Math	8.0
Natural Science	4.2
Business	40.4
Humanities/Philosophy	6.5
Allied Health	11.8
Comm. Services	7.1
Tech/Applied Science	12.5

Business is decidedly a problem area. Four out of ten persons attempting to transfer business courses ran into difficulty. Natural Science is the least troublesome.

Employment Earnings [355] to [358]

Current earnings were tested against high school plans,

grades, program, and class rank; previous CYCC college grades, race, CYCC grades, and amount of current study. All turned up negative except for the current student status.

This cross-tabulation turned up two insights. First, the obvious: full time undergraduate students make up a good portion (53.7%) of those earning under $6,000 annually. Second, those not in school have a median income of $8,400 to $10,800 (not bad for a single person aged 26-30, but not exceptionally good either).

Projected 1979 earnings were cross-tabulated against the same variables. Race is related to this projected amount. Foreign students are the most optimistic, up to the $28,200 figure. Black Americans and other American minorities think big or conservatively. The white Americans are spread out across the entire spectrum, with two predominate predictions: $10,800 - $18,000 and more than $22,000.

CHAPTER FOUR: ANECDOTAL INTERVIEWS

Twelve persons, representing various races, ages, major areas of study, and different groups from the tracking process (six from original responses, three from telephone pursuit, and three from the collection agency group) were interviewed to put flesh on the bare bones of the statistical analysis. The anecdotes are insightful and well worth the time it takes to read them, so they have been included in Volume I.

The basic conclusions that can be summarized from the anecdotes are:

1. The primary and secondary education of those interviewed was neither exceptionally successful nor much of a problem.

2. A number of the group did poorly in the first college they attended after high school.

3. About half of the subjects remember CYCC as a needed second chance.

4. Most of the group have a very positive image of Central as a place where they received personalized attention, learned to think for themselves, and took on a more positive attitude toward education.

5. Most persons interviewed have a positive self-image and a definite direction in life.

6. Most would recommend Central to their friends.

7. One subject is unemployed and refused to answer any questions.

Case Study Report #1

General Description: This is a self-employed man in his thirties, a Nigerian by origin, with two children aged 10 and 11. He is an intelligent, cultivated, optimistic person who gives an aura of confidence and inspires it in others. Father was a farmer; mother also a farmer, housewife, business-woman.

Did CYCC make a difference? He reports that he attended grade school and the first year of high school in Nigeria. In grade school he liked the teachers and they liked him. However, he felt this was the usual situation among elementary school pupils and that "discipline made the difference, is a big factor." Nigerian students and their teachers interact differently from the way American students and their teachers do; as a parent of two elementary school aged youngsters, he is in a position to know. His high school career in Nigeria proceeded successfully for one year at which time he obtained admission to a technical school, received his driver's license and dropped out. His plan up to this point was to become an engineer. He did not expand further on this.

Upon leaving school, the subject was employed as a chauffeur for a lawyer. Then he got his international license and drove vehicles from Lagos to Ghana. Finally he purchased his own private taxicab in Liberia and supported himself in this manner. It became apparent after a time that his efforts were not as successful as he wished and that more education was needed. Perhaps it is redundant to point out here the thread of motivation and mobility which runs through this story; however, at approximately this time, a friend in Nigeria who had attended CYCC told him about it and he applied immediately.

Was CYCC a needed 2nd chance? Yes, indeed. CYCC was the first college the subject attended; his plans upon entry were to get into business for which he felt he needed a business education (this is at variance with his designation as Arts). He used savings for one semester, then was a work-study student working in the Library, and later in a Chicago Hospital. He currently is a partner with two others in an African imports business to which he cordially invites CYCC students.
After CYCC, he attended Loop College where he amassed enough credits to transfer to Chicago State. He has been very pleased with CYCC's teachers "who cared" and feels he was "well prepared at CYCC. Gets better than a C, mostly B and

A in courses." He states that he "still gains from basic education at CYCC." He enjoyed the teachers, many friends and a smooth transition to college education. Special commendation was given to a counselor who enabled him to continue his education via the work-study program, and who placed him in the hospital setting. The subject said if he could afford it, he would bring some of his relatives from Nigeria to CYCC and would send his children if they were old enough.

Would they recommend CYCC to others? The subject seemed more interested in CYCC as a mobility route for his native countrymen than for Americans; the latter were not mentioned. He gave high marks to the Developmental Institute program if it had teachers like those he had; ELI was not an experience of his for his English is good, so there were no comments on that. He recommends CYCC highly to those who plan to transfer to another institution of higher learning, whether after achieving the AA degree or after one year at CYCC which would parallel his experience. He also recommended CYCC for job related courses to help workers advance; however, he took general courses rather than only vocationally oriented ones. Although he was not specific on this point, it appeared that he found the teachers at CYCC more dedicated and friendly than those at either Loop or Chicago State.

What are these persons like now? The subject is, by his account and the interviewer's impression, a self-reliant, confident American businessman, upwardly motivated, fond of CYCC and looking forward to taking Learning for Living courses when his degree education is complete. The motivation and optimism mentioned early continue strong, and he is willing to help others enjoy the successful experience he had at CYCC.

Case Study Report #2

General Description: This self-employed, "self-made" white male is in his late fifties. He has a son currently in the last year of law school whose education he is supporting with pride. As a first generation American, this man is fully aware of how much time it takes for upward mobility to be achieved. His parents worked--the father as a laborer in the construction industry, the mother as a pieceworker in the garment trade when they first immigrated. The subject attended Roosevelt grade school in Cicero where he got along well with teachers and liked them. His high school days at W. J. Sterling Morton H. S. in Cicero were limited to six months by the advent of the Depression. During that time he was a successful high school student, reported participation in the sports of boxing, baseball and football. He also reported that group counseling was given to the class for fifteen minutes daily, but that he never had a problem to bring up; he felt the counseling did help others. Had he been able to attend college, which was impossible due to economic conditions, he planned to be an architect or a lawyer. In fact, he did not take any post-high school work until the age of 52.

Did CYCC make a difference? As a successful businessman in downtown Chicago who owned and operated a large parking garage, he was aware of CYCC from its inception. When he sold this business in 1969, he entered CYCC as a part-time student in Real Estate. The main motive was "self-improvement. I wanted to do it for years. So I did it." He has since passed the Real Estate examination and works as a broker from his home in the suburbs. CYCC could have made more of a difference if the certificate he earned through coursework had been sent him. However, he now feels that he "can talk with Real Estate people on equal terms" and this gives him great pleasure.

Was CYCC a needed 2nd chance? "Yes. It gave me confidence. The teachers were all well qualified. They sacrificed to come to night school and help their fellow man." Materials were "well-presented, worthwhile...if you make the effort. The instructors were street-wise, vocationally aware, gave down-to-earth facts, facts hot from the press. Their heads were not up in the clouds."

Would they recommend CYCC to others? "I would recommend CYCC to non-traditional student more than to traditional student.

The instructors are more mature; the students know they have to make an effort." ELI was rated "great. Works out real well." The idea of studying some courses at CYCC and then transferring to another college met with enthusiasm. It was also reversed with "I had some lawyers in my classes who went to Loyola and De Paul; they got a lot out of the (Real Estate) courses." This subject felt that where one went to school was all a matter of finances. Students should try to get two years in one place, but otherwise the idea of taking a year at CYCC and then transferring is OK.

Case Study Report #3

General Description: This black woman of about fifty years old has been employed by the same firm for 24 years. Her father was a postal employee; her mother was a housewife. She attended Burke Elementary School in Chicago where she got along very well with her teachers. A high school graduate, she attended Corbin H.S. in Pine Bluff, Arkansas where her academic performance was average. Her teachers encouraged her. However, she reports that she excelled in sports (rather than academics). In 1942, she graduated from H.S. and married. Extracurricular activities were of a gregarious sort: cheerleading, basketball, and roller skating were mentioned in addition to the general heading of sports. CYCC was the first college she attended, and she began in 1970 after an educational hiatus of 28 years. She chose CYCC because it appeared to offer an opportunity to better her working conditions. The original course taken was typing. Since then she has taken one credit courses per semester in the night school, plus one non-credit Learning for Living course each summer. Her current employer provides some educational subsidy in the form of tuition rebate. The subject reports earning all A's except for a C in one course from which the teacher was absent 1/3 of the time, up to an hour late the rest of the sessions except for the final exam; for the final this instructor hired a proctor who appeared 45 minutes late but collected the papers at the standard time. Dissatisfaction with this course in which "the top four out of ten students received C's...and you know something has to be wrong when that happens," did not mar an over-all favorable impression of CYCC. The subject will shortly receive certificates in both Secretarial Skills and Business. Most of her teachers, she reports, "both credit and non-credit were superb, exciting, presented the courses well."

Was CYCC a needed 2nd chance? "Not exactly...but since attending I have gotten three different promotions." The subject is "satisfied" in her "present job" as secretary for the Director of Personnel in a large Chicago firm. She plans to take a course in Medicare regulations to improve her skills further.

Would you recommend CYCC to a friend? Response was on the level of 'I do it all the time.' Subject has recruited five satisfied students (or six, as one brought his wife along), 2 credit students, 3 non-credit. This activity is done on the job and among the family. She has recruited a Northwestern graduate student for typing "so he could do his own

typing on term papers"; a sister of hers, an elementary school teacher, who needed information about being the executrix on a family member's will; a friend who wanted a promotion; a young man who joined her English course and enjoyed it. The subject is a great recruiter, who mentioned the marvelous non-credit brochures sent out by CYCC.

What are these persons like now? This subject continues at CYCC. She stated as an entry reason that she "wanted to broaden my horizons" and "wanted knowledge." She also finds night school useful as an addition to a schedule involving a husband "on the early shift who goes to sleep at 7 PM." In sum, she seems to feel that CYCC is doing a very good job for her and for those she is close to or wishes to help.

Case Study Report #4

General Description: Subject is a black woman in her twenties. Her father is an area industrial sales manager; her mother is a teacher. Subject is articulate, was somewhat embarrassed by some of the questions. This was due to academic problems which led to "flunking out" of Bradley University which the subject was attending upon completion of high school. She had no problems with schooling to that point. Elementary school at Ruggles Elementary in Chicago was successful. Most of the teachers were rated as "pretty nice" and reacted positively to her. At Calumet H.S., she reports earning C's the first year, and the third, B's the second and fourth years. Most of the teachers were good; academic counseling was given during the senior year. Extracurricular activities included chorus, girls a cappella choir, a Christian group (YPD), Future Teachers of America. Subject was also active in the church chorus. After graduation in 1969, she went to Bradley University financed by a small scholarship, a $1,000 N.S.D. loan, and her own savings. She planned to teach, specializing in special education at the primary level. However, she failed her first year at Bradley and was very depressed by this.

Was CYCC a 2nd chance? After Bradley U, the subject's choice was between attending Malcolm X College and CYCC. Both she and her parents felt CYCC would be a better option for her. She entered CYCC in the fall of 1970, financing her tuition by parental payments plus the remainder of her savings. She found the teachers different from any she had previously encountered. CYCC teachers were willing to try new methods, such as discussion, and opened her eyes to a new way of doing. Seminars were considered especially valuable by this subject who mentioned several by name and gave high marks to a practicum in education during which students were able to go out and teach in an elementary school for the emotionally disturbed as part of the coursework. Subject reacted positively to the idea of CYCC offering a 2nd chance and asserted that CYCC made it possible for her to learn from her mistake. In addition, CYCC changed her general attitude to one in which she took responsibility for making something out of herself and "opened my eyes to foreign students, African, Asian, Indian, taught me how to get along with different people, and I liked that." After achieving her AA degree, the subject went to Chicago State from which she graduated with a Bachelor's Degree in Early Childhood (since the preferred Special Educa- major required too many additional credits).

What is this person like now? She has received a temporary Chicago certificate for K-Primary grades and is working as a substitute teacher. Most of her assignments, however, have not been at the level she is best prepared for, but she does enjoy her work, feels she is earning enough.

Would you recommend CYCC to a friend? "Yes. I have done it, one young man. I told him about it." (At this point subject said, "CYCC is different, different attitude. Homosexuals are willing to admit it. They don't admit it at Chicago State.")

Who does CYCC serve well? "Students who need a 2nd chance. Foreign students, flunk outs. Those who need adjustment, or attitude change. I'm not sure about students who need to be motivated. It's good for vocational training and job related training. I found it very innovative--taking education to people. Your ideas had a chance to grow."

Case Study Report #5

General Description: This male in his middle to late twenties is of Philippine origin. Economic status is difficult to determine because of cultural differences between the Philippines and United States: the subject's parents' occupation was described as "merchants, in business." Remarks about elementary school education were neutral, rather than enthusiastic. However, the subject finished high school with average grades, reports no special reactions either to or from teachers. His extracurricular activities were athletic: basketball, softball and tennis. After high school, the subject attended Luzonian University with plans to major in pre-med. His parents supported this activity. No information was given about why the subject left Luzonian University. He entered CYCC in "1970 or 1971" after hearing about it from friends. His parents again gave financial support, with some additional aid from friends and relatives.

Was CYCC a 2nd chance? No specific information on this. CYCC was the second institution of higher education attended. Subject found the instruction unusual and mentioned "some good teaching." He stated that CYCC "helps me, educated me, found me a job." Subject has not attended another college.

Would you recommend CYCC to a friend? "Sure." He has not done so yet, but would give information about courses if asked.

Who does CYCC serve well? "People who want to learn something."

What is this person like now? When asked, "What did you do after leaving CYCC?", subject replied shyly, "I got married." Further questions related to his vocational activity received the response, "I work in a hospital. I like it." What subject does is unclear. He says he will earn enough "after a time."

Case Study Report #6

General Description: Subject is a black woman in her early twenties. Her father is a cab driver, her mother works in the food services at Cook County Hospital. Elementary schooling at Holland and Crown schools was marked by one memorable teacher. "He seemed more concerned about students; there was better discipline; I liked him." Two high schools were attended, namely Farragut and Austin; the subject graduated from the latter with an average record. She reports that vocational and academic counseling were offered which covered many activities: preparation for post-graduate life, parent-student-counselor conferences and the like, all in an after-school program. However, as a transfer and somewhat bewildered, she didn't learn about these things until her Senior year. The matter of taking college entrance tests surprised her. Still, she got into the College Prep just under the wire. She could not remember any special teacher, but cited such extracurricular activities as bowling team, Girls' Athletic Association, and Future Homemakers of America, as well as spectator sports. Following graduation, the subject went to Loyola University on a scholarship. Her major was undecided. She did poorly at Loyola and entered CYCC in 1970.

Was CYCC a needed 2nd chance? Subject said it was, adding that in comparison to Loyola, "it was quite different. A better atmosphere. Teachers were more concerned about students, helped with problems and academic matters. Loyola didn't care, didn't listen to or encourage students to learn." The things CYCC did for this subject include granting the AA degree. CYCC also "made me more aware of things. It made me more conscious of things around me. Going to Central opened my eyes to people, institutions--made me both more and less critical." Subject currently attends Chicago State which she does not like much: "fewer concerned teachers. Teachers don't help you get material. You're on your own." She is taking the methods courses required for her B.S. in Elementary Education, and hopes to graduate in January of 1976. CYCC, by implication, was helpful in teaching this subject a goal strategy. She has planned to, and committed herself to an experience she regards as less than ideal to obtain a goal she regards as worthwhile.

Would you recommend CYCC to a friend? "Yes. Probably have. I have talked about it."

Who do you think CYCC serves well? "The average student. One who needs a 2nd chance. It does the most for these, but any-

body who goes there would gain." Subject felt that job related training was satisfactory at Central. "You could go there and move on and succeed...if you're really interested."

Case Study Report #7

General Description: This young man is in his early twenties. His father is a salesman; his mother is a housewife. Subject lives at home. He reports that his elementary school teachers at both Mary Lyon in Chicago and Washington junior high in Naperville were fine. He "enjoyed school" and the teachers enjoyed him. He made slightly above average grades at Naperville high school where he had "real good teachers. The counselors at that school "had no contact with99% of the students" although the students did know of their existence. Intramural basketball was the only extracurricular activity mentioned. The subject attended CYCC immediately following graduation from high school in 1971. He planned to major in Journalism and to complete the AA degree, possibly to transfer to an upper division college, possibly to stop his education at that point. Financial support came from his parents and himself. He chose CYCC which was "an accredited college" in preference to Columbia College which was not. "Price was a factor, too." He enjoyed CYCC and "liked the fact of diverse people; teachers were so good--liberal-minded, better than high school."

Was CYCC a needed 2nd chance? No. However, CYCC "introduced me to different kinds of courses. Humanities, music, art. I also enjoyed Journalism." Subject has not since attended any other college, nor has he taken any non-credit courses at CYCC or elsewhere. His first job after CYCC was "for Chicago Today. I took subscriptions over the phone." He got his job through "seeing an ad in the paper," applied, "tried it out." The remuneration consisted of "a minimum plus commission." He stayed a few months. Currently, the subject is unemployed.

Would you recommend CYCC to a friend? "Yes."

Who do you think CYCC serves well? "Hard to say. ELI is good. CYCC helps people to finish high school and those who have. It serves quite a few different people. I was happy with college, satisfied with it."

Case Study Report #8

General Description: This white male subject in his middle thirties stated that his father was a retired truckdriver and his mother was a housewife. His education through high school was at parochial schools, apparently a series of them as the family appears to have moved several times during his elementary school grades. He reported no close ties with teachers at St. Gabriel's elementary school but said, "I was only there three or four months." He attended St. Rita's high school for the full four years, graduating in 1957 in the middle of his senior class. Again, no close ties were formed with teachers, so none of their comments can be presented; nor did the subject find any particularly important or unsatisfactory teachers at St. Rita's. He reported, with regard to vocational and academic counseling, "I never was contacted." Though he felt there was some sort of counseling program he stated that St. Rita's "was mainly a technical high school." Extracurricular activities included football, intramural sports. At the time of his graduation, the subject "had no definite plans," but he "wanted a job, wanted to make some money."

Did CYCC make a difference? Thirteen years after graduation from high school the subject began courses at CYCC with the aim of learning data processing. He paid for this training with first the G.I. Bill and later an Illinois State Grant. While unmentioned, it appears that the subject served in the Armed Forces at some time after graduating from high school; however, he reported only that he had been working in a motion picture lab, a career he has continued with. "I stayed in that because it worked out well; the money was good, and I enjoy it." At night he went to CYCC part-time about which he said, "Well, I guess it helped me. In a way it was easier than I anticipated. It helped me get back into education. But I didn't get an AA, I transferred."

Was CYCC a needed 2nd chance? "It fitted in with my circumstances. I had been out of school so long, and I enjoyed most of my classes. I'd say it got me back into education. First I wanted to get a career, and I needed to discipline myself, pick up study habits." Subject stated that he was now studying at De Paul and "in another two years will have a B.S. in something." When asked about his major, subject indicated that he was currently in General Studies but had not yet "made the time to go for my evaluation of credits." All in all the subject gave the impression of being fairly

well satisfied with himself, his life, his education.

Would you recommend CYCC to a friend? Yes, he would, and had done so. Grounds for the recommendation to those "under similar circumstances to mine" were: "it's close; and an easy place to get started."

Who do you think CYCC serves well? "Foreign students, minority groups. CYCC prepared me well to transfer. I learned to study again. Got a lot of personal benefit. CYCC is good for that."

Case Study Report #9

General Description: Subject is a white male in his thirties. His father was a linotype operator while his mother was a housewife. Subject attended St. Michael's elementary school. He then went to Mendel high school where he graduated in the upper third of his class. No teachers were particularly influential during this period. Mendel's counseling services were "strictly on a request basis." The inference was that the subject had not used them. He participated in high school clubs, singling out the German Club and the Civil Air Patrol for mention along with intramural sports. After graduation, he intended to be a pharmacist and attended Butler University for which his father paid the tuition. However, he was an "academic flop." Upon returning home, he attended three Chicago City colleges and finally enlisted in the Armed Forces where he served for three years. During this time he learned the skills which he has used since with evident pride. He also achieved his AA degree after the Armed Forces.

Did CYCC make a difference? "It gave me better insight into employment." Subject took courses in the Real Estate Institute. He identified himself as a "Housing and Urban Development employee. A realty specialist in multi-family homes." Information about current CYCC developments in this area aroused interest. Subject then said, "Before HUD, I worked for the Veterans' Administration in the loan division, then transferred to the FHA. FHA and HUD merged in 1971."

Was CYCC a needed 2nd chance? No. Subject entered in 1972 after being well along in the successful career described above. He cited one current CYCC employee for courtesy, saying, "One young lady, Candy Gentleman, was very helpful in getting through the red tape." And indicated that CYCC student friends from the Veterans' Administration "are running into red tape."

Would you recommend CYCC to a friend? "Yes." Apparently successfully, too. "A couple of my colleagues are going to the Real Estate Institutes."

Who does CYCC serve well? "That's difficult to answer. People like me in Real Estate. CYCC gave me what I wanted. I guess foreign students." Subject concluded with regards to Otto McIntyre with whom he had worked at the VA, and poetically summarized, "No real roses for the school; no real thorns either."

Case Study Report #10

General Description: Subject was a black unemployed male of roughly twenty-five. He interrogated the interviewer for ten minutes about the contents of the questions, said he was busy, would not answer the questions although the time spent was sufficient to complete the interview. Subject offered to answer the questions in a week or so, i.e., after the project was over, when his situation had clarified. He was invited to come and see the interviewer if he wished to discuss matters further but was informed that the project had a deadline date, and his responses, though of interest, would not be used in the current research. Subject's repeated comment was, "What am I going to get out of this? What help will it give me? What good will it do me?" However, no information pertinent to CYCC was elicited.

Case Study Report #11

General Description: This white female in her early twenties is the daughter of a photographer father and a free lance writer mother. She attended elementary schools in Wilmette and then went to New Trier high school in Winnetka from which she graduated with "mediocre-average" grades. When asked whether there were any special teachers, she replied with a bored, "Yeah." Counseling related to college plans and so forth was given at New Trier. The subject reported extracurricular activities centered mostly around church groups and the High School Yearbook. Upon graduation she went to Adrian College in Adrian, Michigan where she planned to become an elementary school teacher. Her tuition was paid by a combination of parental funds and her own summer job proceeds. Apparently the first college situation was not successful and she returned to Chicago where two years later, 1971, after one year of Nurse's Training, she entered CYCC. This subject displayed unusual motivation, for she took Nurse's Training by day and worked on her AA at CYCC at night. This, she maintains, would not have been possible at any other school. The subject cited Paula Wilks (sp?), the Registrar, as "influential, helpful," and CYCC, in general, for "encouraging people to go on for B.S. and M.S." degrees.

Did CYCC make a difference? "It seemed like less pressure, less work required. I went all the time at night because I was at Mt. Sinai Nursing School all day. I got it all in class." Subject received her AA from CYCC, her B.S. from the University of Illinois Med. Center, the former degree being completed within nine months of starting at CYCC. Subject now is working part-time in an Intensive Care Nursing Unit which she likes; "more individual care to patients when you only have four. I enjoy caring for open-heart surgery patients and that's what I do...I am satisfied with my salary for part-time work." Subject is now half finished with an M.S. in nursing.

Was CYCC a needed 2nd chance? "Yeah. It was nice to get good grades." "CYCC gave me a degree, and also let me take Chemistry which I needed after I had finished my AA."

Would you recommend CYCC to a friend? Subject would, and has.

Who does CYCC serve well? "Foreign students for English. It was also good for night-time students, older, part-time students and those going back to school."

Case Study Report #12

General Description: Subject was a black woman in her mid-twenties. Her father is a retired steelworker. Her mother is a housewife. The family apparently moved several times during the subject's childhood. She attended grade school in Ohio reporting that she and her second grade teacher got along well. The high school was also in Ohio and while the English and Math teachers helped her there was no specially close or influential relationship between the subject and either of these teachers. She did not do too well in high school although she graduated. Part of the problem had to do with "just moving from the South, going to an integrated school...most black students were poorly prepared...the counselors told black students to take typing...I didn't care to take those courses and I didn't take them." Extra-curricular participation in the favorite field of Journalism was not possible because only students in the Journalism course could get into the Journalism Club. Subject did participate in TriHiY, French Club, Bowling League. After high school she went to Youngstown State which was far from her first choice since she didn't want to go to school at all. "I wanted to be an actress, but my mother wanted me to get an education. She wouldn't pay for anything else, so I went to school and didn't do too well. That lasted one year." She came to Chicago late in 1968, enrolled at CYCC in the summer of 1969.

Did CYCC make a difference? "CYCC was totally different from Youngstown. The atmosphere was conducive to learning. Instructors had a good understanding of students. After I met Clarice Heltman, I had no more problems; I love her so."

Was CYCC a needed 2nd chance? "If it hadn't been for CYCC, I couldn't have made it. I learned to value education. CYCC gave me what I was looking for." The subject did not complete her AA at CYCC, however. She was a few credits short of graduation when she had a chance to go to Mundelein College from which she graduated in 1972. She is currently working on her M.A. in Supervision and Administration at Loyola and expects to have the degree in August. She has been employed in social programs since arriving in Chicago and works for the "Illinois Drug Abuse Program in the Ed. Section. They pay according to educational background. I'll get a raise pretty soon."

Would you recommend CYCC to a friend? "I have. Part of my job is educational counseling."

Who does CYCC serve well? "It does a good job with people who are searching, and people who realize the value of an education." The English and Reading Programs were commended as "amazing."

CHAPTER FIVE: CONSIDERATIONS OF METHODOLOGY AND SAMPLE VALIDITY

The original 10% sample of students was drawn randomly from the CYCC records. All informal checks indicated the sample is representative of:

> credit students who started at Central Fall 69 through Spring 72, and attempted at least 15 hours of course work in at least two semesters.

Thus Chapter One analyses are valid for this population. There is no way to formally check this validity, as there are no accurate statistics available for these years.

The method of contacting students was:

a) Mail questionnaires to the last known CYCC address.

b) Pursue student address information from UICC, Roosevelt, DePaul, Governors State, Chicago State, University of Southern Illinois at Carbondale, since these were the major transfer schools.

c) Telephone calls to students (or near relatives, roommates) with obtainable phone numbers. (160 calls were made.)

d) Pursue a 30% sample of "dead ends" information (wrong address; no further leads) via a collection agency that used standard location techniques for skip-trace over four calendar weeks.

The results were less than hoped for.

611	Usable Subjects
131	Via mailings before/after contacts with universities
28	Via telephone follow-up
21	Via collection agency list (89 names attempted; 35 addresses found)
182	Total Returns

That works out to 30%.

Sample Validity

The "answered" group was compared to the "no answer" group on 25 variables to determine any biases (see tables at end of this chapter).

Several biases were detected for the survey "answered" group, which:

- is missing FT, F1-visa students;
- is biased toward those who received an Associate degree at CYCC;
- lacks those with F's and D's, both as a first semester GPA and a cumulative GPA;
- lacks the full complement of those who started in the Developmental Institute;
- lacks the full complement of those who were at Central only 2, 3, or 4 semesters.

Put positively (and over-simplifying), the questionnaire respondents are representative of American students (Black and white but not minority) who were degree achievers, stayed four or more semesters at Central, and did not go through the Developmental Institute.

Collection Agency Response

Despite the relatively high yield (39%) found from the collection agency search, nothing was gained for the study. Using the 25 known variables, it was ascertained that the mail returns, telephone pursuit returns, and collection agency returns did not differ -- except on minor details. All three methods yielded essentially the same kind of respondents.

Interviews

Twelve persons representing various kinds of students were interviewed to add insights to the statistical analyses.

ANSWERED/NO ANSWER

Variable	X^2	DF	Prob.	Comments
Entrance Status at CYCC: PT/FT	.95231	2	.6212	
Overall Status at CYCC: PT/FT	.89365	1	.3445	
Sex	.00654	1	.9355	
Race, condensed	14.68823	3	.0021	Low: Foreign
Race, comprehensive	16.21266	7	.0232	High: Amer.; Low: F-1
Residence: In/Out of Chicago	3.31329	1	.0687	High: Suburbs
Assigned Major at CYCC	13.63000	15	.5538	
Hours in: Yes/No	2.03069	1	.1542	
Degrees attained at CYCC	17.96307	5	.0030	High: AA, ABA, AASA
Degree at CYCC: Yes/No	12.63530	1	.0004	High: Yes
Transcripts sent: Yes/No	6.89267	1	.0087	High: Yes
Cumulative GPA at CYCC	20.12257	5	.0012	High: B's; Low: D's
GPA, first semester at CYCC	9.89263	5	.0783	High: B's; Low: F's
Semester started at CYCC	4.23295	7	.7526	
Year started at CYCC	.85897	3	.8329	
Reason for choosing CYCC	16.88356	13	.2047	
Person who influenced decision	11.61661	10	.3115	
Age at entrance to CYCC	9.32861	6	.1554	
Birthplace	13.43977	2	.0012	Low: Non-USA
Attended DI: Yes/No	3.63858	1	.0565	Low: Yes High: No
Attended ELI: Yes/No	1.73768	1	.1874	
Attended Pre-College Math: Yes/No	.53934	1	.4627	
Number semesters at CYCC	14.41292	8	.0716	Low: 2,3,4; High: 6,7,9
Marital Status	.65497	2	.7207	
Citizenship	31.47601	38	.7637	

ANSWERED/NO ANSWER OVERSTAT CONTROL

PT - X^2	DF	Prob.	Comments	VARIABLE	FT - X^2	Prob.	Comments
.00936	1	.9229		Entrance Status CYCC	4.61133	.0997	Low on always FT
.00259	1	.9594		Sex	.07455	.7848	
2.54895	3	.4665		Race, condensed	14.22931	.0026	Missing Foreign, American minority
5.08785	7	.6492		Race, comprehensive	14.93980	.0368	Missing F-1/P.Rican Heavy: White/Black
19.57314	14	.1442		Assigned Major, CYCC	12.47723	.4890	
2.53017	1	.1117		Residence: In/Out of Chicago	.88591	.3466	
1.47275	1	.2249		Hours in: Yes/No	.19018	.6628	
11.11204	5	.0492	High: AA	Degrees attained	14.59213	.0123	High: AA,ABA;Low:No
2.61203	1	.1061		Degree at CYCC:Yes/No	9.33742	.0022	High: Yes
.65681	1	.4177		Transcript sent:Yes/No	5.21013	.0225	High: Yes
20.17601	4	.0005	Missing: D's and E's	Cumulative GPA	5.59936	.3472	
14.09332	5	.0150	Missing: F's, and C's; Heavy A's and B's	GPA, First semester at CYCC	2.03366	.8445	
7.95627	7	.3365		Sem. started at CYCC	3.51266	.8339	
.81470	3	.8459		Yr. started at CYCC	1.34736	.7179	
22.30119	10	.0136		Reason for choosing Y	14.38319	.2769	14 degrees of free
8.75893	9	.4598		Person who influenced decision	9.58654	.4775	

ANSWERED/NO ANSWER OVERSTAT CONTROL [Continued]

PT - X^2	DF	Prob.	Comments	VARIABLE	FT - X^2	Prob.	Comments
10.23139	6	.1152		Age at Entrance,CYCC	4.57093	.5999	
6.11135	2	.0471	Low: Non-Ill USA; Non-USA	Birthplace	8.64818	.0132	Low: Only Non-USA
6.01855	1	.0142	Low: Yes	Attended DI: Yes/No	.10097	.7507	
.02937	1	.8639		Attended ELI: Yes/No	2.97738	.0844	Note with Race
3.95179	1	.0468	Low: Yes	Attended Pre-Coll.Math	.00002	.9969	
12.25828	7	.0924	Low: 3, 4	No. Semesters at CYCC	8.40406	.2983	
1.25184	2	.5348		Marital Status	.32624	.8495	
22.53516	22	.4284		Citizenship	28.53301	.7324	34 Degrees of freedo

NOTE: Anyone wishing to determine exact descriptions of the biases can review the complete tables in the Office of Institutional Research.

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UNIVERSITY OF CALIF.
LOS ANGELES

MAY 30 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

GROUP DIFFERENCES

VARIABLE		X^2	DF	Prob.
Entrance status at CYCC: PT/FT		2.48664	4	.6470
Overall status at CYCC: PT/FT		2.95724	2	.2280
Sex		1.12341	2	.5702
Race, condensed		7.12909	6	.3091
Race, comprehensive		8.99419	10	.5327
Assigned Major at CYCC		21.56929	26	.7120
Residence: In/Out of Chicago		.92617	2	.6293
Hours in: Yes/No		.13604	2	.9342
Degrees attained		14.46397	10	.1529
Transcript sent: Yes/No		4.89133	2	.0867
Cumulative GPA at CYCC		4.10258	10	.9426
GPA, first semester at CYCC		11.19012	10	.3429
	PT:	15.62768	8	.0480
Semester started at CYCC		21.91531	14	.0804
	FT:	25.39413	14	.0309
Year started at CYCC		3.28350	6	.7725
Reason for choosing CYCC		40.22832	24	.0202
[Transportation]	FT:	44.22487	24	.0072
Person who influenced decision		16.56356	16	.4144
Degree at CYCC: Yes/No		3.86448	2	.1448
Age at entrance to CYCC		15.81452	12	.1999
[More 26 to 35]	PT:	24.79569	12	.0158
Birthplace		7.49278	4	.1120
[More Non-USA]	PT:	10.83564	4	.0285
Attended DI: Yes/No		3.93530	2	.1398
Attended ELI: Yes/No		.52477	2	.7692
Attended Pre-College Math: Yes/No		2.45608	2	.2929
Number semesters at CYCC		15.02957	14	.3761
Marital Status		.53949	4	.9695
Citizenship		69.50764	50	.0353